2007 HSC Notes from
the Marking Centre
Geography

Contents

2007 HSC NOTES FROM THE MARKING CENTRE GEOGRAPHY

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Geography. It contains comments on candidate responses to the 2007 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2007 Higher School Certificate examination, the marking guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Geography.

General Comments

In 2007, 4507 candidates attempted the Geography examination.

There was a high standard of written responses, demonstrating high levels of geographic knowledge and understanding presented in well-reasoned and well-structured answers.

Teachers are reminded that pages 16 and 17 of the syllabus outline the geographical skills and tools, including fieldwork skills, which must be covered over the Stage 6 course.

Candidates need to be familiar with the Board's Glossary of Key Words (www.boardofstudies.nsw.edu.au/syllabus_hsc/glossary_keywords.html) but they should also be aware that questions will not always start with one of the key words from the glossary. Questions such as 'how?', 'why?' or 'to what extent?' may be asked, or verbs which are not included in the glossary may be used, eg 'design', 'translate", 'list'.

Candidates should address the rubric as well as the set question when attempting extended response questions. Appropriate case studies and/or examples need to be used to illustrate or give relevance to the geographical information. Candidates need to remember that the Stimulus Booklet may provide useful information and/or illustrative material for use in a variety of their responses. Each section of the examination paper includes suggested times. Candidates should be encouraged to remain within these time limits so as to maximise their potential marks in all sections.

All questions in the Geography examination are compulsory.

Section I – Multiple Choice

Question	Correct Response
1	B
2	A
3	B
4	D
5	D
6	C
7	C
8	C
9	B
10	A
11	B
12	A
13	D
14	B
15	D

Section II

General Comments

Most candidates were mindful of the marks allocated and used only the space provided for each part of the short-answer responses. As the examination paper suggests, about 45 minutes should be allocated to this section. Writing in excess of the allocated space is not only unnecessary to achieve full marks but can detract from time needed to adequately answer subsequent questions. The need for quality and not quantity still needs to be reinforced.

Question 16

(a) In the better responses, candidates accurately interpreted a topographic map, identifying an appropriate example of an ecosystem, rg 'intertidal wetland', and correctly locating it using area references (AR), grid references (GR) or quadrants.

In the weaker responses, candidates had difficulty identifying an ecosystem on the map, and instead named a site or feature. A number did not refer to the stimulus in identifying an ecosystem, often identifying an ecosystem they had studied using fieldwork. Some candidates were unable to correctly use AR or GR to locate an ecosystem.

(b) In the better responses, candidates phrased an appropriate geographic question which could be investigated. They clearly demonstrated an understanding of the term 'primary source' and were able to name two. Candidates described the process or methodology of the data collection.

In the weaker responses, a suitable area/topic/question was not offered. A number of candidates confused 'primary' and 'secondary' sources or were unable to demonstrate a relevance to the area of investigation.

5

(c)   Better responses correctly calculated the vertical exaggeration of the cross-section. Many candidates did not attempt this question.

(d)   Better responses correctly interpreted the topographic map, correctly named an appropriate water source and then justified their answer by giving logical reason(s) for the suitability of this source.

Weaker responses stated inappropriate water sources, or failed to provide a logical justification for their choice.

Question 17

(a)   In the better responses, candidates demonstrated a good understanding of how to interpret and draw correct data from a ternary graph.

(b)   In the better responses, candidates clearly identified and stated a difference between the two ethnic patterns.

Weaker responses demonstrated little understanding of the method of interpreting a ternary graph or identified differences that were incorrect.

(c)   In the better responses, candidates measured and estimated percentages accurately and compared specific statistics for different groups to clearly show how immigration in Canada and Vancouver differed.

Weaker responses did not use statistics to compare the populations. A number showed little understanding of how to interpret pie graphs or referred to the wrong stimulus material.

(d)   In the better responses, candidates wrote succinctly using geographical terms and concepts and demonstrated a clear understanding of the term 'world city'. Explanations were supported by illustrative examples and addressed both the economic and cultural importance of world cities. Broadly, two different approaches were employed. One referred to world cities in general and the other referred to Vancouver, using the broadsheet to locate and illustrate economic and cultural features. Each approach was able to score full marks.

Weaker responses were often very general and did not address both economic and cultural aspects of world cities. Some candidates confused 'world city' with 'mega city' or 'large city' and lacked specific examples and geographic terms and concepts to illustrate or explain their answer.

Question 18

(a)   Better responses demonstrated a clear understanding of the difference between an 'economic enterprise' and an 'economic activity'.

(b) In the better responses, candidates accurately used AR and GR to state the location of the economic enterprise.

Weaker responses did not accurately use AR and GR or described only a general location.

(c) Better responses used the topographic map to correctly identify two locational factors that would affect the economic enterprise chosen.

In the weaker responses, some candidates did not identify two relevant locational factors while others did not refer to the stimulus material.

(d) Better responses demonstrated an understanding of what is meant by the term 'biophysical environment' and used the topographic map to identify a number of possible human impacts of the chosen enterprise. Geographic terminology was appropriately and correctly used.

In the weaker responses, a number of candidates outlined human impacts on the enterprise or listed impacts without outlining their effect on the biophysical environment.

Section III

Question 19

In better responses, candidates demonstrated a sound knowledge and understanding of the concept of environmental change and its impact on ecosystems at risk and the responses of people. Responses were supported by statistical data and a variety of appropriate case studies/examples of ecosystems, detailing relevant aspects of the changes, impacts and responses. Candidates understood the directive term *evaluate*, making clear, considered judgements. A sophisticated level of geographical writing and knowledge of the syllabus was demonstrated. These responses communicated the dynamic nature of ecosystem functioning in articulate, sustained, logical and well-structured answers.

In weaker responses, candidates tended to offer general descriptions of ecosystems with limited factual evidence rather than make judgements regarding the impacts of change and human responses. A number of answers concentrated on reasons to protect ecosystems. Many candidates described impacts on ecosystems or focused on adaptations within ecosystems but neglected to examine the response of people. There was limited use of case studies or illustrative examples to support an argument. Irrelevant material, diagrams and maps were used as supportive evidence.

Question 20

In better responses, candidates had a clear understanding of *critically analyse*. They understood the concept of 'urban dynamic of change' demonstrated through explicit explanation and well-chosen illustrative examples used to support arguments. Responses defined urban dynamic of change and correctly described the features of the chosen dynamic in a suburb or country town. Better answers used current statistics showing change to support their analysis. Many candidates integrated a breadth of related dynamics in their analysis of the focus dynamic indicating a depth of understanding. Many candidates related specific studies and/or fieldwork to illustrate the operation

of the dynamic of change in a suburb or country town. Responses were well structured, flowed logically and used appropriate geographical terminology.

Weaker responses reflected a poor knowledge of this section of the syllabus and consequently confused urban dynamics of change with other concepts such as dominance and dependence and urban hierarchies. Some candidates selected irrelevant or inappropriate dynamics for the suburb or country town being examined, eg decentralisation, counter-urbanisation or exurbanisation occurring in a country town rather than urban growth, suburbanisation, renewal resulting from this growth. Examples were either ill-chosen or not employed in responses. Descriptions and emotive value judgements rather than critical analysis did not allow for an examination of the impacts and/or results of the dynamic of change. In these there was limited use of geographic terminology.

Question 21

Better responses demonstrated a clear understanding of the nature and spatial patterns of a global economic activity. These responses were well structured and addressed all aspects of the question, although not necessarily with equal emphasis. Descriptions of the nature and spatial patterns incorporated global aspects, eg latitude and longitude, climates, impact of the biophysical environment as well as social, economic and political influences. Projections of future directions were supported and justified by an examination of current trends and statistics giving judgements an authoritative base. These responses presented a sustained, logical and well-structured answer using appropriate geographic terminology.

In weaker responses, many candidates confused 'economic activity' with 'economic enterprise' and so were not able to examine the global scale. Others did not address all parts of the question. Predictions were not plausible and were not supported or justified by evidence. Often statistics were incorrect or absent. Some responses merely described the operation of the enterprise or used inappropriate case studies, eg world cities, mega cities or businesses that trade internationally. The weaker responses were generalised and lacked structure and sustained analysis.

Geography
2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I			
1	1	Geographical tools and skills	H10
2	1	Geographical tools and skills	H10
3	1	Geographical tools and skills	H10, H11
4	1	Geographical tools and skills	H10, H11
5	1	Geographical tools and skills	H10, H11
6	1	Geographical tools and skills	H10, H11
7	1	Geographical tools and skills	H10, H11
8	1	Geographical tools and skills	H10, H11
9	1	Geographical tools and skills	H10, H11
10	1	Geographical tools and skills	H10
11	1	Geographical tools and skills	H10
12	1	Geographical tools and skills	H10, H11
13	1	Geographical tools and skills	H10, H11
14	1	Geographical tools and skills	H10
15	1	Geographical tools and skills	H10, H11
Section II			
16 (a)	2	Ecosystems at risk Geographical tools and skills	H10
16 (b)	3	Ecosystems at risk Geographical tools and skills	H8, H10
16 (c)	1	Ecosystems at risk Geographical tools and skills	H10, H11
16 (d)	2	Ecosystems at risk Geographical tools and skills	H10
17 (a)	1	Urban places Geographical tools and skills	H10, H11
17 (b)	1	Urban places Geographical tools and skills	H10, H11

Question	Marks	Content	Syllabus outcomes
17 (c)	2	Urban places Geographical tools and skills	H1, H10, H12
17 (d)	5	Urban places Geographical tools and skills	H1, H12
18 (a)	1	People and economic activity Geographical tools and skills	H12
18 (b)	1	People and economic activity Geographical tools and skills	H10
18 (c)	2	People and economic activity Geographical tools and skills	H1, H10
18 (d)	4	People and economic activity Geographical tools and skills	H12

Section III

Question	Marks	Content	Syllabus outcomes
19	20	Ecosystems at risk	H5,H6, H12, H13
20	20	Urban places	H1,H3, H12, H13
21	20	People and economic activity	H1, H12, H13
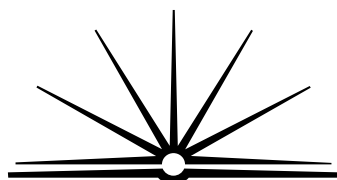
BOARD OF STUDIES
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2007 HSC Geography Marking Guidelines

Section II

Question 16 (a)

Outcomes assessed: H10

MARKING GUIDELINES

Criteria	Marks
• Correctly names an ecosystem AND locates the ecosystem	2
• Names an ecosystem OR locates the ecosystem	1

Question 16 (b)

Outcomes assessed: H8, H10

MARKING GUIDELINES

Criteria	Marks
• Presents a geographical question appropriate to the chosen ecosystem Correctly identifies TWO primary sources that could be used to collect relevant data	3
• Presents a geographical question appropriate to the chosen ecosystem AND • Correctly identifies ONE primary source that could be used to collect relevant data OR • Correctly identifies TWO primary sources that could be used to collect relevant data	2
• Presents a geographical question appropriate to the chosen ecosystem OR • Correctly identifies ONE primary source that could be used to collect relevant data	1

Question 16 (c)

Outcomes assessed: H10, H11

MARKING GUIDELINES

Criteria	Marks
• Correctly states the vertical exaggeration of the cross section as 2.5	1

Question 16 (d)

Outcomes assessed: H10

MARKING GUIDELINES

Criteria	Marks
• Correctly names water source from Source D AND provides argument in support	2
• Correctly names water source from Source D OR provides argument in support	1

Question 17 (a)

Outcomes assessed: H10, H11

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies French descent as the ethnic group with the greatest percentage in Montreal's population	1

Question 17 (b)

Outcomes assessed: H10, H11

MARKING GUIDELINES

Criteria	Marks
• Identifies more British or more 'other' European or less French descent as the main difference in the industrial cities of Ontario and Western Canada compared with Montreal OR • Identifies less British or less 'other' European or more French descent as the main difference in Montreal compared to the industrial cities of Ontario and Western Canada	1

Question 17 (c)

Outcomes assessed: H1, H10, H12

MARKING GUIDELINES

Criteria	Marks
• Correctly shows with statistic(s) how immigration to Canada and Vancouver differed in 2001	2
• Shows how immigration to Canada and Vancouver differed in 2001	1

Question 17 (d)

Outcomes assessed: H1, H12

MARKING GUIDELINES

Criteria	Marks
• Defines 'world city' • Clearly provides reasons showing how and/or why world cities are economically AND culturally important	5
• Defines 'world city' • Provides reasons showing how and/or why world cities are economically AND culturally important	4
• Provides a general description of world cities showing how and/or why world cities are economically AND/OR culturally important	3
• Provides a general description of world cities OR Provides a general statement about how and/or why world cities are either economically OR culturally important	2
• Demonstrates limited knowledge of world cities	1

Question 18 (a)

Outcomes assessed: H12

MARKING GUIDELINES

Criteria	Marks
• Correctly names an economic enterprise from Source E	1

Question 18 (b)

Outcomes assessed: H10

MARKING GUIDELINES

Criteria	Marks
• Correctly locates the economic enterprise identified in part (a) using appropriate geographical terminology	1

Question 18 (c)

Outcomes assessed: H1, H10

MARKING GUIDELINES

Criteria	Marks
• Correctly states two locational factors for this economic enterprise	2
• Correctly states one locational factor for this economic enterprise	1

Question 18 (d)

Outcomes assessed: H12

MARKING GUIDELINES

Criteria	Marks
• Indicates main features of possible human impacts on the biophysical environment of the economic enterprise identified in part (a)	4
• Provides some features of possible human impacts on the biophysical environment of the economic enterprise in identified in part (a)	3
• Provides limited features of at least one human impact on the biophysical environment of the economic enterprise identified in part (a)	2
• Identifies human impacts on the biophysical environment	1

Section III

Question 19

Outcomes assessed: H5, H6, H12, H13

MARKING GUIDELINES

Criteria	Marks
• Provides a clear judgement, well-supported by evidence, that demonstrates the impacts of, and responses of people to, environmental change • Refers to appropriate case study/ies and/or illustrative examples • Presents a sustained, logical and well-structured answer using appropriate geographical information, ideas and issues	17–20
• Provides a judgement that determines impacts of, and responses of people to, environmental change OR • Provides a detailed description of impacts of and responses to environmental change • Refers to appropriate case study/ies and/or illustrative examples • Presents a logical and well-structured answer using geographical information, ideas and issues	13–16
• Provides limited judgement of the impacts of, and responses of people to, environmental change OR • Provides a description of impacts of, and responses of people to, environmental change • Refers to appropriate case study/ies and/or illustrative examples • Presents a structured answer using some geographical information	9–12
• Provides a description of either impacts OR responses of people to environmental change • Provides a limited description of impacts and responses of people to environmental change • Uses limited geographical information	5–8
• Demonstrates limited knowledge of ecosystems • Little or no reference to geographical information	1–4

Question 20

Outcomes assessed: H1, H3, H12, H13

MARKING GUIDELINES

Criteria	Marks
• Shows a deep understanding of an urban dynamic of change operating in a country town OR suburb • Accurately identifies and shows the relationship between the components of the urban dynamic • Presents a sustained, logical and well-structured answer using appropriate geographical information, ideas and issues	17–20
• Shows an understanding of an urban dynamic of change operating in a country town OR suburb • Identifies and shows the relationship between the components of the urban dynamic • Presents a logical and well-structured answer using geographical information, ideas and issues	13–16
• Describes an urban dynamic operating in a country town OR suburb OR • Describes urban dynamic/s in a city referring to specific suburbs as examples • Identifies some components of the urban dynamic • Presents a structured answer using some geographical information	9–12
• Identifies and/or provides a limited description of an urban dynamic/s • Limited reference to a country town OR suburb • Limited use of geographical information	5–8
• Demonstrates a limited knowledge of urban dynamics • Little or no reference to geographical information	1–4

Question 21

Outcomes assessed: H1, H12, H13

MARKING GUIDELINES

Criteria	Marks
• Provides detailed characteristics of the nature and spatial patterns of a global economic activity and provides a range of possible future directions based on available information • Clearly supports predictions • Refers to the global economic activity and a range of appropriate illustrative examples • Presents a sustained, logical and well-structured answer using appropriate geographical information, ideas and issues	17–20
• Provides characteristics of the nature and spatial patterns of a global economic activity and provides some possible future directions based on available information • Supports predictions • Refers to the global economic activity and appropriate illustrative examples • Presents a logical and well-structured answer using geographical information, ideas and issues	13–16
• Sketches in general terms some characteristics of a global economic activity and identifies some future directions • Attempts to support predictions • Refers to some illustrative example/s • Presents a clear answer using some geographical information	9–12
• Mentions aspects of a global economic activity and may identify some possible future directions • Refers to limited illustrative example/s • Refers to limited geographical information	5–8
• Demonstrates limited knowledge of a global activity and/or its possible future directions • Little or no reference to geographical information	1–4